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ABSTRACT

A number of forces are changing the role of the school site administrator. Federal, state, and local requirements, including categorical programs such as those for educationally disadvantaged children, place added administrative burdens on the principal. Increased paperwork, meetings, problems to be solved, and demands to be met from ever-growing numbers of ever more militant interest groups (both legislatively created and unofficial), leave principals feeling overwhelmed, overworked, and undersupported. This brief document previews a longer report currently being prepared for release by the Association of California School Administrators. Tables illustrate the increase in categorical aid programs, the interrelated requirements of twelve major legislative programs, and the complex range of a modern principal's responsibilities, which involve interaction with eighteen separate groups. (Author/PGD)

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ACSA SPECIAL REPORT

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Vol. 7, No. 7
May, 1978

ED155777

CHANGING ROLE OF THE PRINCIPAL

Bert Corona
ACSA President

A letter from your ACSA President as an Introduction to this Special Report.

THIS REPORT HAS POTENTIAL EFFECT UPON EVERY ADMINISTRATOR IN CALIFORNIA, BUT PARTICULARLY SITE ADMINISTRATORS!!! I know everyone of you receives more to read in a week than is possible to read and still effectively do your job. **This is part of the problem!** Please take a moment and **read this report.**

This Special Report is a synopsis of a draft of an 88 page report being studied by over 200 ACSA Committee members. I believe it has significant "food for thought" and future action by you and your Association!

Current Legislation: Assemblyman Dennis Mangers under Assembly Concurrent Resolution (ACR) 35 is studying the pre-service and in-service training needs of administrators. **Their next task force meeting is May 19, 1978.** Proposed legislation may be forthcoming.

Proposed Legislation has been introduced this session which would produce another study as reported in the April 17, 1978 SELL: "NEW BILLS – What Do Administrators Do?" – Assemblyman PAUL PRIOLO, (R), Woodland Hills, has introduced ACR 137 which requests the Legislative Analyst to conduct a study of the relationship of administrative and supervisory personnel and their functions to classroom teachers in a sampling of urban, suburban, and rural unified school districts. The Resolution provides that the study include the summary of a job description and actual duties of each type of administrative and supervisory personnel, their relationship to the overall instructional program provided to school districts, reporting findings not later than August 1, 1979."

Senator Song has introduced a similar proposal in SB 1658.

ACSA does not oppose a study of administrative functions for we believe that an objective analysis will reveal that in most districts administrators are understaffed and overworked. We believe that any such study should include a thorough review of all the additional tasks and burdens mandated on administrators by state legislation, federal legislation, court mandates, and state and federal rules and regulations during the last 10 years. We believe such a study would reveal a doubling and tripling of administrative responsibilities (if not more) while at the same time showing an erosion of authority. We don't need more studies, we need relief.

THIS SPECIAL REPORT CLEARLY INDICATES TO ME WHY PRINCIPALS ARE HAVING LESS AND LESS TIME TO BE INSTRUCTIONAL LEADERS. REACT TO IT AND THE PROBLEMS AND FRUSTRATIONS ENCOUNTERED IN CONTINUING TO MEET THE INCREASED DEMANDS UPON YOUR TIME AND SKILLS.

Respond to Wilson Riles, **Respond** to Assemblyman Mangers or Priolo, Senator Song, or your legislators.

Send constructive ideas for ACSA actions to any of the following ACSA Committees:

Elementary Administration	Superintendency	Or:
Junior High/Middle School Administration	Federal and State Funding	Region Presidents
Secondary Administration	Higher Education	Ed Beaubier, Consultant to Assemblyman Manger's Task Force c/o School of Ed., Ca. State Univ., Fullerton
Small School District Administration		

I sincerely believe it is time additional constructive efforts are initiated to allow site administrators time to provide leadership and to provide training in new skills necessary to cope with the problems of today's society.

As quoted in the first ACR 35 report, **"A number of forces are changing the role of the school site executive. As a result of these forces, many principals feel overwhelmed. They often feel also, that their authority has diminished and they sometimes feel they have been placed in impossible situations."** pg. 18-19.

"The support of school principals is important to accomplish school reform." pg. 16

It is important that actions be taken to give them time and training to improve their skills and to continue the effort to reduce the "paperwork blizzard."

EA 010 593

READ – REACT – RESPOND!

Bert C. Corona
ACSA President

SPECIAL REPORT is published by the ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS

SPECIAL REPORT: THE CHANGING ROLE OF THE ADMINISTRATOR

BURNT-OUT PRINCIPALS: "In a recent survey of 1,600 principals conducted by University of Utah Professors (for NASSP), fully one-quarter said they intended to quit."

"Worse yet, the very best principals are quitting at an even higher rate. At the beginning of the survey, researchers singled out 60 exceptional principals. A year later, one third of this special group had resigned."

Above quoted from Newsweek Magazine, March 13, 1978.

WHY IS THIS IMPORTANT TO CALIFORNIA EDUCATION? To quote from a State Department of Education report, "Public education in California is a huge enterprise -- the biggest business in the State. It involves more children than there are people in 34 states."

"Nearly one-fourth of the state's population is engaged full-time in public schooling -- as students, teachers, support staff or administrators."

"Public schooling is the single largest employer in the state. The state's 1,042 local school districts employ approximately 187,000 full-time teachers. In all, 364,000 people manage and operate California's 7,045 public schools. That's 4.6 percent of the work force in the state."

"More than 1.4 million of California's public school pupils are from racial and ethnic minority groups. One million are from families with annual incomes below the federally established poverty level of $5,400. An estimated 500,000 pupils are mentally or physically handicapped. And 300,000 do not speak English or have very limited English-speaking ability. However, the amount of education that California citizens have is among the highest in the nation. About 92 percent of all California citizens, 5-17 years of age, are enrolled in public schools; approximately 300,000 graduate from California high schools every year."

Variety and Scope

"Public school sites in California range from one room buildings with fewer than 10 pupils in some rural areas to large inner city high schools serving as many as 3,600 pupils. A wide variety of programs are available -- from basic skills and multicultural education to humanities and work-study offerings. Teaching styles vary from one teacher who teaches a single class all day in all subjects to teams of specialized teachers, teacher aides and resource specialists."

"High school activities range from the primarily college preparatory to those that place heavy emphasis on vocational education. Generally, public schools attempt to provide whatever their students need. In 1975-76, 1,707 schools provided breakfasts as well as lunches, for example. Adult education programs keep the lights burning until late at night in hundreds of schools across the state."

"In short, public schooling in California is massive in size and scope and provides extensive services."

Beyond Serrano, Paying for California Public Schools, Published by SDE 1977.

The Principals of California's 7,045 public schools are experiencing a tremendous change in their roll and demands placed upon them.

A report prepared by the Legislative Analyst, State of California in response to ACR 35:

"CHANGES IN THE ROLE OF THE SCHOOL PRINCIPAL"

Traditionally, the role of the principal has included such activities as (a) dealing with parents, (b) disciplining students, (c) hiring, assigning and evaluating staff, (d) overseeing student class assignments, (e) overseeing building maintenance and cafeteria management, (f) ordering school supplies, and (g) providing such services and support as required by the district central office.

More recently, schools have become a focal point for changing society. Accordingly, important additional demands have been made on schools, and indirectly, on the principals who run them. Among these demands are the following:

1. Categorical Programs. A variety of special programs have been instituted at the state and federal level, particularly for educating disadvantaged children (See Table A & B following). **The principalship is dramatically more complicated at schools which receive these special-purpose funds. Categorical programs can place added stress on staff relationships."**

NOW LOOK AT TABLE A & B!!!!!!

TABLE A

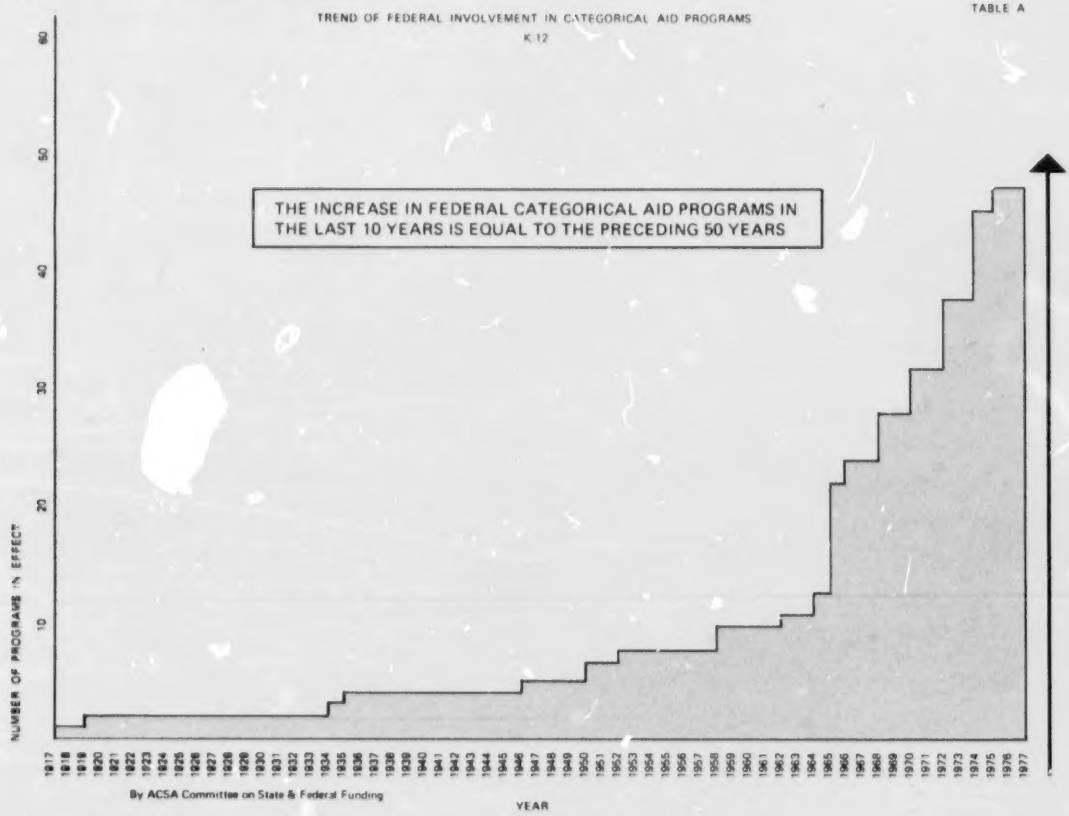
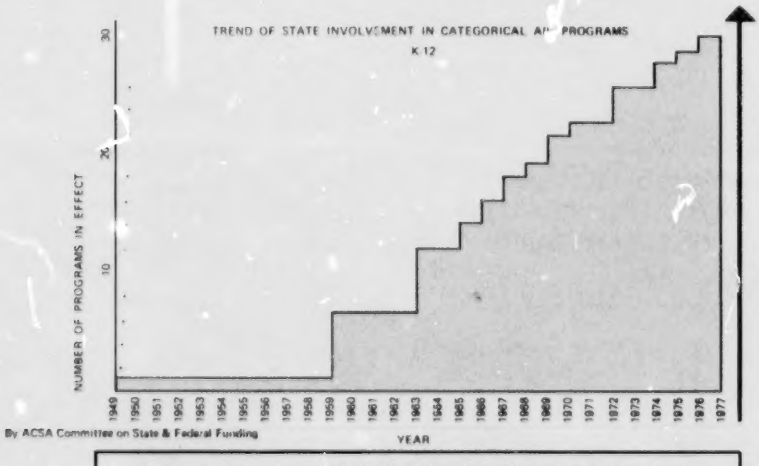

TREND OF FEDERAL INVOLVEMENT IN CATEGORICAL AID PROGRAMS
K-12
THE INCREASE IN FEDERAL CATEGORICAL AID PROGRAMS IN THE LAST 10 YEARS IS EQUAL TO THE PRECEDING 50 YEARS
NUMBER OF PROGRAMS IN EFFECT
YEAR
By ACSA Committee on State & Federal Funding

TABLE B


TREND OF STATE INVOLVEMENT IN CATEGORICAL AID PROGRAMS
K-12
NUMBER OF PROGRAMS IN EFFECT
YEAR
By ACSA Committee on State & Federal Funding

Last year, approximately half of California's principals had categorical programs in their schools. (ACR 35 Report, 1977)

For a more detailed Matrix illustrating 46 federal programs and some of their major requirements, see Appendix D – ACSA's Report on Administration of State and Federal Programs. Space limitations do not allow printing here but copies are available from the ACSA Burlingame office, no charge.

THE ACR 35 report goes on, "Legislation also changes the role of the site administrator."

NOW LET US TAKE A MORE DETAILED LOOK AT RECENT REQUIREMENTS OF SOME NEWLY APPROVED PROGRAMS WITHIN THE LAST 5 YEARS –– THERE ARE OTHERS!!!

DESIGNATION	DATE	THRUST
AB 65	1977	School Improvement & Finance
AB 551	1977	Staff Development/Teacher Centers
PL 94-482	1977	Staff Development/Teacher Centers
Title I	1976	Disadvantaged Youth
Title 5 EDY	1978	Disadvantaged Youth
Title 5 Desegregation	1977	Desegregation
AB 1329	1976	Bilingual Education
504 Code of Fed. Regs. Title 45, Part 84	1977	Regular & Special Education for the Handicapped
AB 1250	1977	Special Education/Master Plan
PL 94-142 Code of Fed. Regs.	1977	Special Education
PL 94-142 Calif. Adm. Code	1975	Special Education
Title IX Civil Rights	1972	Nonsexist Education

NOTE: Advisory Councils are specified in eight of the twelve laws or regulations while Parent Involvement is covered in ten of the twelve. All of these requirements are not consistent and in fact, may conflict.

As principals move to implement any one of the laws or regulations, they must also take into account the requirements of other laws and regulations. THIS REPORT DOES NOT EVEN SHOW TITLE 5, OR STATE DEPARTMENT OF EDUCATION IMPLEMENTATION REGULATIONS. The principal used to be the "Master Teacher" in the school. Today's demands drastically negate that role.

MATRIX EXPLANATION (Table C)

Major program components have been identified on the left side of the matrix, with the laws and regulations across the top. Sections cited below each law or regulation are aligned with the appropriate program component.

TABLE C

LEGISLATIVE PROGRAM ANALYSIS

COMPONENTS:	AB65	AB551	PL94-482	Title I Fed Reg Pt IV	Title 5 EDY	Title 5 Desegregation	AB1329	504 CFR Title 45-84	AB1250	PL94-142 CFR Title 45-121	PL94-142 CAC Title 5:3150	Title IX Civil Rights
ADVISORY COUNCILS	52011-3 52021	44670.9 44680.4-0.5	532a	116a.25	4101		5767.14		1	CFR 45.121a 650,226		
ARTICULATION	51215-6			116a.41	4100			84.44	56301(g) 56336.5			
BILINGUAL EDUCATION	52015-6 52168/52170-7	44670.3		116a.22			all sections		56301(i) 56302(4)		3159	
COMPENSATORY EDUCATION	52170/54020-6 5400-6/54030	44670.3	533	116a	4100's			84.3 84.5				
CURRICULUM DEVELOPMENT	52015 a & b	44670.3	532(a)(2)(A)			Sec 95(a)			EC56332 56330(m)			86.34
INDIVIDUALIZED INSTRUCTION	52015a 52017	44670.3		116.47 116a.22	3931		5767.2(f)	84.33(b)(2)		130 344,343(c)	3154	86.31 86.34
NEEDS ASSESSMENT	52014	44670.5	532(a)(2)(A)(B)	116a.21	3930			84.32	563 EC56330(a)(b)	382,383 128,220		86.3 86.41
PARENT EDUCATION	52016c	44670.3		116a.25g-2		and community Sec 5 (c)						
PARENT INVOLVEMENT	52016a	44670.3		116a.22 (8) 116a.25	3932	and community Sec 5(c), Sec 94 & 95	5767.14	84.35 84.36	2	9	3151(i), 31569	
POLICY DEVELOPMENT	51215-6/52011 52034c/52039	44670.5		116.6 116.7	4020-2	Secs 94 & 95	5767.1					86.8 86.9
PLANNING	52015-6 52034c	44670.5	532(a)(1)	116a.21a	3910				56316 56330		3155	
PROGRAM AND PUPIL EVALUATION	52015g/52034 52037-8/52177	44670.5 44680.2		116.22(a)(b) 116.43	4070 4060		5767.9		3	148		86.3(
PUPIL ASSESSMENT	52015g 51215-25	44670.3 44680.1-0.2		116a.21f			5767.4(b) 5767.8	84.35	4		3151(f) 3152, 3165	86.36
RESTRUCTURING OF CURRICULUM/ORGANIZATION	52010-39	44670										86.31
STAFF DEVELOPMENT	52019/52022 540040/521706	44670.1,0.4,.9 44670.2,0.3	532(a)(2)(B)	116.34 116.36	3933 4200-9	Sec 95(a)	5767.8 5767.05		5	224,350,381 386,387	3155	86.3
COUNSELING/ATTENDANCE	52015/52017 52022											86.3 86.36
WORK EXPERIENCE/ EDUCATIONAL ALTERNATIVES	52017							84.47/84.37 84.46/84.41	56330(g) 56332(b-3)		3154 (b) (i) 3154 (6) (3) (D)	86.34
INSTRUCTIONAL MATERIALS	52015a	44670.3		116.40	3946				56360(g)			
PROGRAM IMPLEMENTATION	52020-1			116a.22					6	122(a), 123, 125,225,320		
WAIVER	52033						5767.4 a,b					86.4 86.71
LEAST RESTRICTIVE (mainstreaming)								84.34(c)	7	550,551,552 227,305	3151(f) 3155 3154(6)	
PRESCHOOL				116.48 Sec 101	4115				56301(b)(c) 56331			
OVER AND ABOVE SERVICES	52169c			116.19	3940 4102							
DATA COLLECTION						Secs 93 & 97	5767.3					
PRIVATE SCHOOL FUNDING								84.33(a)(b)(c)	8	121a.4 121a.13		
NO EMPLOYMENT									EC56330(o)	150,239		86.52-.57
ARCHITECTURAL BARRIERS								84.22 (a)(b)(c)(d)				86.32

1250 1) 56330(r) EC56301(e)(r) EC33590 2) 56507, 505, 719 EC56341.2 56330(s) CAC 5:3151(f) EC56301(i) 56330(r) 56336.2(b)
2 con't 56336.3(c) 56341.1-.4 3) 56301(L) 56330(K)(V) 56336.3 56350 EC5 /351 56354 4) EC56336-6.4
4 con't 56301(i) 56330(b) 56336.2(a)(b) 5) EC56333(GXZ) EC67 5 EC56332 5-.8 56330(...) 6) 56314-16 EC56301
6 con't EC 57330 56332 7) EC56301(f) 56333 56330(i)(j) 56336.2 8) 56330-56042 EC56304, 56367 56332 (a)(3)(b)(3)

94-142 9) 502,504,505,506,608,562-576,514,45.345

Note: Additional Components or Legislation can be added such as AB530 re Due Process

Prepared by:
Office of the Los Angeles County Superintendent of Schools
AB 65 Plus Steering Committee

The Principal is the pivotal person in school improvement.
Strong evidence supports the conclusion that "as the principal goes, so goes the school." Efforts at educational change and improvement must deal with this fact. Pre- and in-service training of principals thus assumes a position of extreme importance. This notion is further reinforced by the "site level" focus of planning and action mandated in AB 65. The principalship is a key position of **Educational Leadership.** The notion of the principal as a middle manager may be limiting and dysfunctional.

Emerging demands, legislation, and models of effective school leadership suggest that the principal will not be simply managing a set "program." He will be working with the total community, staff, and students in identifying needs, developing, executing, and evaluation programs.

Preliminary Task Force Report
Presented to the Assembly
Education Committee Nov. 14, 1977

The Principal As A Manager

"Management is the development of people,
not the direction of things –
It is the totality of the process necessary
to challenge people to high purpose,
to involve them significantly in planning
and decision making, and to help them
develop working relations among themselves
that are satisfying and
productive in accomplishing
the aims of the institution
of which they are a part."

Peter F. Drucker

The next matrix shown on Table D lists 60 responsibilities that a Principal must manage and identifies which of the 18 groups interact with the Principal in completing the task or activity.

TABLE D

	A. Students	B. Certificated Teaching	C. Non teaching Certificated	D. Special Ed	E. Classified Clerical	F. Classified Custodial	G. Classified Paraprofessional	H. Volunteers	I. Parents	J. Community Groups Internal	K. Community Groups External	L. Central Office	M. Boards	N. Peer Admin.	O. Public Agencies (Probation, Police, etc.)	P. Legislature	Q. Professional Association	R. Teacher Training Institutions
1. Evaluation		X	X	X	X		X		X			X						
2. Conferencing	X	X	X	X	X	X	X	X	X	X	X	X		X	X			
3. Reports	X	X	X	X	X	X	X	X		X	X	X			X		X	
4. Communication	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
5. Legal Requirements - State	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
6. Legal Requirements - District	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
7. Legal Requirements - Federal	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
8. Supervision	X	X	X	X	X	X	X	X		X								
9. Curriculum Decision	X	X	X	X			X	X		X		X	X					
10. Fiscal	X	X	X	X	X	X	X			X	X	X	X					
11. Advisory/Site Council	X	X	X	X	X	X	X	X	X	X	X	X	X		X			
12. Pupil Assessment	X	X	X	X					X	X		X	X			X		
13. Program Assessment	X	X	X	X					X	X		X	X		X			
14. Ongoing Planning	X	X	X	X	X		X			X		X	X				X	
15. Staff Development	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	
16. Physical Plant Management	X	X	X	X	X	X	X	X	X	X		X	X		X	X		
17. Intergroup Conflict	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
18. Exclusive Bargaining Contract Mgt.		X	X	X	X	X	X					X	X	X		X	X	
19. Cafeteria	X	X	X	X	X	X	X	X	X	X		X	X		X	X		
20. Negotiations		X	X	X	X	X	X					X	X	X			X	
21. Instructional Materials	X	X	X	X			X	X	X	X		X	X	X	X	X		X
22. Civic Center					X	X			X	X	X	X	X		X	X		
23. Co-Curricular	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
24. Categorical Aid	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	
25. Meetings	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
26. Selection of Staff	X	X	X	X	X	X	X					X	X	X		X		X
27. Student Discipline	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
28. Safety	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
29. Health Services	X	X	X	X	X	X	X		X			X			X		X	
30. Attendance	X	X	X	X	X		X		X			X	X		X		X	
31. Master Planning - Special Ed	X	X	X	X	X		X	X	X			X	X	X	X	X		
32. Community Participation	X	X	X	X					X	X	X	X						
33. Student Supervision	X	X	X	X	X	X	X	X	X	X			X	X	X	X		
34. Scheduling	X	X	X	X	X	X	X	X	X	X			X			X		X
35. Temporary Employees	X	X	X	X	X	X	X					X	X		X			
36. Student Transportation	X			X	X		X	X	X	X		X	X	X				
37. Emergency Procedures	X	X	X	X	X	X	X	X	X	X		X		X	X	X		
38. District Support Personnel	X	X	X	X	X	X	X					X	X	X				
39. Improving Student Achievement	X	X	X	X			X		X	X		X	X		X	X		
40. Population Shifts	X	X	X	X	X	X	X		X	X		X	X	X	X	X	X	
41. Transciency	X	X	X	X	X	X	X		X			X	X	X	X	X		
42. Interpersonal Relationships	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X
43. Planning For Change	X	X	X	X	X		X		X	X		X	X	X	X			
44. Follow Up Students	X	X	X	X	X					X		X	X	X	X	X		
45. Public Relations	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
46. Special Programs	X	X	X	X	X		X	X		X	X		X	X	X	X		X
47. Professional Growth	X	X	X	X	X		X	X		X	X	X	X	X	X		X	
48. Organization Structure	X	X	X	X	X	X	X	X	X	X	X	X		X	X			
49. Decision Making Participation	X	X	X	X	X	X	X	X	X	X		X	X		X			
50. Management of Contractual Obligation		X	X	X	X	X	X					X	X	X		X		
51. Managing Emergencies		X	X	X	X	X	X					X	X		X	X		
52. Summer School	X	X	X	X	X	X	X	X	X			X	X		X	X		
53. Distribution of Authority	X	X	X	X	X	X	X	X		X								
54. Visitors	X	X	X	X	X				X			X	X	X	X	X		
55. Fund Raising	X	X	X	X	X	X		X	X	X			X	X		X		
56. Student Activities	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X
57. Pupil Personnel Services	X	X	X	X	X		X		X			X	X		X	X		
58. Pupil Records	X	X	X	X	X				X			X	X		X	X		
59. Field Trips	X	X	X	X	X	X	X	X	X	X		X	X					
60. Directory Information	X	X	X	X	X		X	X	X	X		X	X					X

Illustrations of only three of the sixty categories in Table D are provided due to limitations of space. The ACSA Planning and Development group which developed the matrix have illustrations (approximately 45 pages) of the remaining fifty-seven responsibilities listed.

Explanatory Information for the preceding table:

(Numbers 1-60 coincide with those down the left hand side of the table and capital letters coincide with letters across the top of the table.)

ILLUSTRATION OF LINE 1 OF TABLE D:

No. 1. Evaluation (Down)

B. Certificated Teaching (Across)
1. All Stull Bill requirements (as negotiated)
   a. Observation
   b. Writing and agreeing on objectives
   c. Conference
   d. Writing Summative reports
   e. Possible release procedures
      1. preparation of case
      2. conferences with attorneys and/or district officials
      3. court time
2. Non-Stull for the purpose of knowing current teaching methods, materials and personnel needs

C. Non Teaching
1. Same as B

D. Special Education
1. Same as B

E. Classified Clerical
1. All district classified personnel procedures
   a. Observation
   b. Interpretation of job description with application to local site
   c. Conferences
   d. Writing summative reports
   e. Possible release procedures

F. Classified Custodial
1. Same as E

G. Classified Paraprofessional
1. Same as E

*H. Volunteers
1. Develop lines of communication with staff so that volunteers can be counseled out, transferred, provided in-service, etc.

L. Central Office
1. Provide feedback regarding effectiveness of services delivered.

ILLUSTRATION OF LINE 12, TABLE D

No. 12. Pupil Assessment

A. Students
   1. Students must be evaluated and progress reported to parents and students as well as be recorded on official records.
   2. Student conferencing/counseling, formal and informal.

B. Certificated Teaching
   1. Responsible to insure that pupil assessment is conducted on time and reported in accordance with school or district procedures.
   2. Responsible to insure that there is a reasonably consistent method of assessment in all subject and grade levels and to conduct appropriate in-service as necessary.
   3. Responsible to insure that student assessment (as much as possible) builds positive student improvement rather than limiting student achievement, attitudes and willingness to try.
   4. Responsible for in-service for teachers to insure reasonable and productive conferences.

C. Non Teaching Certificated
   1. Responsible to insure that non teaching certificated personnel (V.P.'s, Deans, Counselors, Nurses, Psychologists, etc.) are working to improve student self-concept and achievement.

D. Special Education
   1. See B 1, 2 & 3, but requirements for counseling, SARB review boards, admittance to classes and reassignment to regular classes are complex, time consuming and governed by a variety of sections of the Ed Code.

I. Parents
   1. Responsible for parent conference and reporting schedules.
   2. Responsible for individual conferences as needed or requested.
   3. Responsible to insure teachers or other personnel are available as necessary.

L. Central Office
   1. Responsible to insure student assessment (grades) are recorded on appropriate records.
   2. Responsible to suggest recommendations and/or modifications in program to improve communication and/or student achievement.
   3. Responsible to coordinate schedules of central office personnel to insure they are available as needed for student and/or parent conferences.

M. Boards
   1. Responsible to operate student assessment procedures within Board prescribed policies.
   2. Responsible to report overall student progress and school or program progress.
   3. Responsible to analyze student and program progress and recommend changes (within systems procedure) for improvement.

P. Legislature
   1. Responsible to conduct necessary tests and reporting procedures as prescribed by legislation and the State Department of Education.

ILLUSTRATION OF LINE 41, TABLE D

No. 41. Transiency

A. Students
   1. If a given school has a high rate of transiency, provisions need to be made to provide for the continuity of programs for students.
      a. Incoming students – if records are not immediately available a procedure should be established to determine the level of proficiency in the basic subjects. This could take the form of testing by resource teachers or other designated individuals prior to assigning students to a given class. Results should be made available to teachers at the earliest opportunity.
      b. Outgoing students – establish procedure to forward all records to receiving school with the least possible delay.
      c. Experience has shown that students with a high rate of mobility do not achieve as well as students who are stable in the community. Therefore special remedial and other programs must be provided to those students.

B. Certificated Teaching
   1. Selection of teachers who are empathetic to the needs of mobile students and are flexible and organized in such a manner that the individual needs of students are met – regardless of how long they are in the program.
   2. Site administrator must also supply classroom teachers with books and materials to carry out the program.
   3. Continual monitoring of student progress by teacher, with a procedure for periodic reports to site administrator.

C. Non Teaching, Certificated
   1. Same as B. 1.

D. Special Education
   1. Have clearly defined procedures for the identification of students.
   2. Select best qualified teachers for Special Education Programs.
   3. Provide assistance to teacher when need arises.
   4. Set up procedure for monitoring student progress.

E. Classified Clerical
   1. Set up procedure to obtain school records with least amount of delay.
   2. Delegate responsibility to clerical assistant to follow procedures.
   3. Same applies to out-going records.

F. Classified Custodial
   1. Delegate responsibility to custodian to assist certificated staff i.e. classroom furniture, supplies, etc.

G. Paraprofessionals
   1. Assign classified paraprofessionals to assist certificated teachers when funding permits.
   2. Provide for in-service to paraprofessionals as needed.

I. Parents
   1. Provide with information regarding various programs – activities available.

2. Provide assistance in terms of location and names the various agencies in the community if the need exists.
3. Invite parents to tour school facilities, they will be much more supportive if they feel welcome.

L. Central Office
1. Submit monthly attendance reports for ADA purposes.
2. High student mobility may be justification for increased funding for special programs to meet the needs of these students.
3. Enlist aid from Central Office in obtaining records of students when all other avenues have been exhausted, i.e. psy. test results from previous school, etc.

M. Boards
1. Board made aware of mobility rate at various schools. A-1 above.
2. Boards should be educated as to the many problems that a high rate of transiency brings to a school.
3. Research reasons for high rate of mobility – submit to board (through Superintendent usually).

N. Peer Administrators
1. If a high rate of mobility exists with a district, all site administrators must work closely together to ensure prompt transfer of records and other pertinent data.

O. Public Agencies
1. Site administrator must work closely with various public agencies in order to be of assistance to the student and/or his/her family, experience has shown that many families that move frequently are of low income status and often need assistance.

P. Legislature
1. The site administrator through various channels should make the legislators aware that there is a correlation between high student mobility and low student achievement, perhaps more research needs to be done along this line.

ILLUSTRATION OF LINE 42, TABLE D

No. 42 Interpersonal Relationships

This is probably one of the most time consuming and important elements of the role of the Principal. It is this area in which the Principal works to establish a positive school climate/environment. For maximum efficient and effective operation of the school, all segments (parents/staff/community) must develop mutual respect, understanding of conflicting viewpoints and methods of effective communication, verbal, written and yes, even body language. The increasing demands put on teachers by the legislature and state department implementation rules and regulations increases the time required of the principal in this tremendously important area of interpersonal relationships.

A. Students
1. Responsible to develop and communicate reasonable rules, policies and procedures in an understandable manner.
2. Responsible to develop a method of two-way communication – vertical (up and down the hierarchy) and horizontal (between peers) for differing groups to work and live together within the school community.
3. Responsible to provide a structure for reasonable conflict resolution.

4. Responsible to listen and be responsive to the concerns of the constituents of the school community.
5. Be responsible to take a leadership role in conflict resolution or the avoidance thereof.
6. Be sympathetic to the reasonable requests/concerns of the differing groups and their needs within the school – community and work, whenever possible, for resolution.

NOTE: Only responsibility A was listed for this item, due to limited space.

SUMMARY

A number of forces are changing the role of the school site leader/administrator. As a result of these forces, many principals feel overwhelmed. They often feel also, that their authority has diminished and they sometimes feel they have been placed in impossible positions.

> Principals in 1977, spend more time on daily administrative tasks and student behavior than they would like to spend and less time on program development and planning.
>
> NASSP National Study

*As is graphically illustrated in this report, there is a proliferation of Federal & State Categorical Programs.

*It is also obvious that Federal & State Legislation & program requirements are placing considerable new demands of time, paperwork, and involvement upon the Principal.

*The final table clearly illustrates the overwhelming complexity of the role of the Principal in meeting their major responsibilities to work effectively with their various publics.

Some Emerging Trends Affecting The School Principal

*More and more time pre-empted by fulfilling obligations under mandated programs.

*More and more time spent processing paperwork resulting from Federal, State and local requirements.

*More and more time spent with advisory groups – out of school time – averaging three nights a week.

*More and more energy expended in resolving conflicts of every type and description.

*More and more demands to "do something" about matters over which the principal has no control.

*More and more pressures from "pressure groups" of students, teachers, parents, citizens.

*More and more pressures from Boards who adopt ambiguous and often-times conflicting positions.

*More and more building of tension, students/teachers/support personnel/citizens and yes, even on the principal.

*More and more need for help in managing stress.

*More and more need for in-service training to keep abreast of everchanging times and requirements.

"Special Reports" are intended to present information of a practical value to school administrators in California. It should be recognized that (a) the applicability and value of such information may vary from district to district in a state as diverse as California, and (b) articles herein printed are the expressions of the author(s) and are not necessarily statements of policy of the Association of California School Administrators.